

CHAPTER I

INTRODUCTION

This chapter explains background of study, statement of problems, purpose of study, significance of study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English is a language media that is important and needed to be mastered by civilization in the globalization era. The importance of mastering English by the civilization because many activities around us are indirectly have to use English, which causes this language to be very important. For example, in the governmental field, policy, science, and military. On the other hand, mastering English also can give a benefit on the some fields that is, learning other culture with speaking skill to foreigner, to develop company prospects for the business people, for education and many more. Someone's language skill especially English can also help improve human resources, because if viewed from the educational field can support the scientist to conduct research and observation. In addition, English can also be used as a service business, for example as a translator. Then, by increasing human resources itself, it is able to help the government in improving welfare. Therefore, it is very important for us especially the millennial generation to be able for mastering English, so that they can compete with foreigner.

English has four major skills, namely writing, reading, listening and speaking. Those four are important to be mastered, but speaking most important

one because speaking is the basic skill in English. According to Hartanti (2017), speaking is crucial in life to communicate with other in different countries. Speaking is verbal communication which usually used by people around the world. By mastering English speaking, we easily conduct a conversation with native. According to Nunan (in Kusumayati, 2014), explain that second language speaking ability has a focus in daily communications' ability with comfortably and smoothly in order to get attention from interlocutors or listener. Therefore, if students do not learn speaking it will be difficult for them to understand and mastered the conversation topic. They will also loss of interest and spirit to learn. Thus, it makes them less confident.

There are some factors that caused students can not speak English well and fluently, one of them is anxiety. Therefore, many students feel anxious when asked to speak English because it is not mother tounge. According to Anggraeni and Rachmijati (2017), a big problem of anxiety is an internal factors from themselves. They stated that, students become nervous, anxious and embarrassed to communicate with English because of low language skill and fear of being negatively with others.

Another factor of anxiety in speaking English is lack of mastery English vocabularies which will make it difficult for them to convey something, so that it will lead to inability to speak and the message to be conveyed could not be understood by the others. Sometimes, anxiety in speaking also comes from self-distrust, because lack of tenses mastery. They will think and feel worried whether the sentence structure they are using is correct or not.

The explanation above is reinforced by a statement of Chen and Lee (in Yunanda, 2016) who stated that anxiety is a feeling afraid that is from within themselves which followed by physical reactions that disturbing performance. Therefore, anxiety is a feeling with certain negative physical symptoms that can hinder a person's ability during the interaction. At certain times a person can feel nervous in his life and that is considered normal by some people. According to Ramaiah (in Hardiani, 2012), anxiety can appear on its own or join with other symptoms of various emotional disorders. Usually, learners in the classroom who are less active in discussion group which use English will feel anxious when asked for opinion, because they are less of communication experience with English speaking. They don't train their English-speaking skill and choose to be audience. Rabia (in Nazeer-Pathan, and Khan 2017) describes, Foreign Language anxiety may negatively motivation, level of performance and attitude to learning a specific topic. Foreign Language makes students discouraged and they lose confidence in their potential to learn the Foreign Language (Na in Nazeer-Pathan, and Khan 2017). Riasati (in Alsowat 2016) stated that, most language learners' experience feeling of anxiety in the process of language learning. The number of students who report that they feel anxious while learning a second or foreign language is surprising. Therefore, the role of educators is very important to realize about the foreign language learning anxiety of their students, not only in the school environment they can apply English language skills but also outside the school, so that these habits can continue until they are adults.

Abdillah (2018) conducted the research under the title "Student's Anxiety Factors in Speaking English (a case study at the 8th grade of SMPN 16 Semarang)

in Academic Year of 2016/2017”, found that there were various factors that contribute to students’ anxiety namely, the students were afraid to speaking in front of the class, afraid to being laughed by others, incomprehensible input, factor external from the teacher, students’ beliefs, lack of preparation, and environment. She argued that, the sources of these factors were not only come from the teacher but also the students.

Mukminatien (1999), in Ningsih journal (2017), found that English Department students have many mistakes in speaking. His/her mistakes are included in pronunciation for example, word stress and intonation, accuracy of grammatical for example, preposition and sentence construction, vocabulary for example, wrong word choice, fluency for example, often be corrected, and communication interactive is difficult to get the whole meaning.

In this study, the researcher chooses the eight-grade because before conducted the research, researcher had a preliminary study with English teacher at SMP Islam Pasuruan. The researcher interviewed English teacher to get the information about the difficulties faced by eight-grade students. From the explanation of the teacher, the students have a problem with mastering vocabularies and grammar. Moreover, the students feeling anxiety during English class, especially in speaking. Based on Tarigan (2008), most of vocabularies that they have are influence someone’s speaking ability. In addition, according to Zhang (2009), grammar is a basic skill in communication. In sort, the more someone mastering vocabularies and grammar they will know how to speak fluently.

Furthermore, the writer will collect the data from the eight-grade of SMP Islam Pasuruan to investigate the causal factors of anxiety and the English teachers' strategies on solving students' problem, particularly in English speaking.

1.2 Statement of the Problem

Related to the background of the study above, the problems of the study are formulated as follows:

1. What are the factors of anxiety in speaking English of eight-grade students at SMP Islam Pasuruan?
2. What strategies that the teacher use to overcome the students' anxiety in speaking class at SMP Islam Pasuruan?

1.3 Purpose of the Study

In accordance with the formulation of the problems above, the purposes of the study are:

1. To know what factors of anxiety in speaking English by eight-grade students at SMP Islam Pasuruan are.
2. To know the strategies that the teacher uses to overcome the students' anxiety in speaking class at SMP Islam Pasuruan.

1.4 Significance of the Study

The result of this study will be useful for the readers, especially for UMM's students. For them, it will give the important information about students' anxiety in learning English speaking. For the teacher, this can be a benchmark for

implementing strategies to decreasing students' anxiety to learn foreign language by knowing the causes before. For the students, the researcher expect that students can learn about what they are worried about speaking in foreign language. In addition, this research will be useful for the writer to understand causal factors of students' anxiety in English speaking and knowing the teacher strategies to overcome students' anxiety problem.

1.5 Scope and Limitation of the Study

Based on the statement of the problem above, the scope of this research is focuses on students' anxiety in learning English speaking and teacher strategies to overcome the students' anxiety in English speaking class. This study is limited on the causes which influence students' language anxiety and how the teachers' strategies to overcome the students' anxiety experienced by eight-grade students of SMP Islam Pasuruan.

1.6 Definition of the Key Term

Before discussing further, the definition of the key terms that are used in this study is given as follows:

a) Anxiety

Emotional conditions with the emergence of discomfort in a person, and is a vague experience accompanied by feelings of helpless and uncertain caused by an unclear thing (Anisa-Ifdil, 2016). In this study, the writer is focus on feeling anxiety in learning speaking foreign language means a feeling that felt by students that make them feel worry or nervous when speak in front of the class.

b) Learning

The process of gaining knowledge in achieving a change in the ability to react that is lasting and strengthened by the result (Nidawati, 2013). In this study, learning to improving English speaking ability and student knowledge.

c) Speaking

Is a tool to communicate ideas that are arranged and developed accordance with listener's need (Tarigan in Heriansyah 2012). In this study, speaking is the basic skill of a person to interact with others. By speaking, we can exchange ideas or opinions and be able to convey our identity.

